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ABSTRACT

The central education policy question for the next several years is whether the state educational reform movement can be maintained. One concern in the development of education policy is whether the money necessary to accomplish these changes will be available. First, funding increases for education reform since 1983 are examined. Second, the percentage of specified reform dollars is compared, first to total state revenue and, second, to revenue from all sources, over time. Two major data sources were utilized for this study: (1) figures on reform expenditures were collected from the "National Education Association's Estimates of School Statistics, 1987-88"; (2) a questionnaire was sent to the finance director for each state department of education to determine new line-item funding and specific "education reform" funding. The data were then analyzed to determine how the states are funding the reforms they are legislating and recommending. Although many states enacted some form of increased graduation requirements and excellence policies, many of them set aside no additional aid for these measures. In conclusion, it is likely that education reform and education finance reform will be linked in an effort to achieve the tandem goals of equity and excellence in education. Endnotes, charts detailing state education reform initiatives and support, and state revenues allocated for education are appended. (LMS)

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Roundtable Discussion

Investments in Education Reform: Has the Momentum Been Retained?

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INVESTMENTS IN EDUCATION REFORM--HAS THE MOMENTUM BEEN RETAINED?[1]

To many, the central education policy question for the next several years is whether the state educational reform movement can be maintained.[2] New proposals focus on the structure of elementary and secondary education and call for a new professionalism among teachers, greater productivity from the schools and a policy system to provide direction and oversight. The architects of these new proposals believe that full implementation will be a gradual process requiring steady infusions of new money. One concern in the development of education policy during the remainder of this decade and the beginning of the next is whether that money will be available?

Building essentially on two approaches that have been taken to assess funding increases for education reform elsewhere, this question was addressed herein.[3] First, funding increases since 1983 are examined. Then, the percentage of specified reform dollars was compared to total state revenue, and revenue from all sources, over time.

Method

Two major data sources were utilized for this study. Reform expenditures for states, regions and the nation were calculated utilizing a 1983 baseline. The data source consisted of figures drawn from the National Education Association's Estimates of School Statistics, 1987-88. Inflation adjustments were made utilizing the implicit price deflator for state and local government purchases of goods and services. A school year index was calculated, based on a July 1-June 30 year, for each specified year, e.g. 1981-82 began July 1, 1981 and ended June 30, 1982.

Second, questionnaires were sent to the finance director/associate superintendent for finance in each State Department of Education. Questions

were included in several areas and intended to ascertain: new line-item funding; initiatives enacted under the "education reform" legislation and their associated appropriation amounts including teacher salary increases, career ladders and merit pay, class size reductions, new graduation requirements, state testing programs, training for administrators, longer school day and year, full-day kindergarten, and preschool.

State Revenue Increases

As shown in Table 1, from 1983 to 1988 state revenue for education increased a substantial 49%. Even when adjusted for inflation, funding shows a 20% increase in real terms. These figures, of course, vary by region and by state (Tables 1 and 2; Figure 1). The New England region, for example, increased state funding by 73% (39% in real terms), followed by the Far West at 57% (26% in real terms), and the Mid East, which shows a 54% increase in state revenue (24% in real terms). Next, the Plains states increased funds 45% (17% in real terms) over this five year term; the Rocky Mountain Region showed a 44% rise (15% in real terms); the Great Lakes, a 36% increase (9% in real terms), and finally the Southwest registered a 31% increase in state revenue (5% in real terms).

As can be noted in the last two columns of Table 3, when current expenditures per pupil were compared[4] across the regions, including state and local sources, funds per pupil in the Mid-East ranked highest ($6,166) with revenue per pupil in the Southwest ranking lowest ($3,410). The Far West ranked 4th in current expenditures per student, but has put an additional 57% in state funds behind education over the last six years. Apparently some regions of the country had some catching-up to do in provision of revenues for education.

Total Regional and State Fund Changes Since 1983

Table 3 shows changes in education funding by state and region in real and nominal terms, from 1983 to 1988. From 1983, 10 states have increased funding for education by 20% or more. Of these, four states increased state revenue by a striking 40% or more. The most substantial changes are shown for Connecticut, which increased state revenue 48% over this time in real terms, and Wyoming, which raised an additional 83% in real terms. Conversely (in real terms) state revenue declined in 10 states (LA, IL, MI, IA, NB, SD, OK, AK, and OR) from 1983 to 1988. States with negative increases are reliant on farming or oil revenues--two areas which have been depressed nationally.

Assessing the Increases--The First Wave. Using a 20-25% increase in revenue as a benchmark[5] for the increase needed to finance the first wave of education reform, as a nation we have met that mark in real terms, with several regions and states surpassing it. Of those that have lagged, however, some states and/or regions had a substantial total revenue base upon which to draw e.g., the Great Lakes. Others, with declining enrollments, showed more total funds behind each student over time, despite lower flat percentage increases since 1983. Finally, some individual states were unable to show real increases for education over the last five years.

Assessing the Increases--The Second Wave. If cost estimates for financing the second wave of education reform--as suggested by The Holmes Report, The Carnegie Forum, and Time For Results--The Governor's 1991 Report on Education[6]--are considered as a benchmark for increases in aid together with estimates on the first wave of reform, then another 20-25%[7] nationwide is needed (a total of a 40% increase), however. Again, several regions of the country, and several individual states have met this mark already, but overall a nationwide revenue

increase of about 20% is still needed. However, the Carnegie Report suggested that the additional effort to implement the suggested recommendations would require an average annual real increase of approximately 2.8% a year over 10 years. This suggests that thus far we are on target but that increased and continued attention to the second wave of education reports and their cost implications is necessary through the end of the decade and into the nineties, if they are to be adequately supported.

Earmarked Education Reform Funding

Like trends discussed for total state revenue for education, specifically earmarked aid for education reform[8] also showed real increases from 1983-88 (but of a remarkable 17 thousand percent). No doubt the dramatic percentage increase in reform funding is due, in part, to the low base of revenue available for specified reform activities in 1983 across the states. With regard to annual growth rates, increases in line item reform funds in 1984-85 showed the greatest annual rise (over 4 thousand percent in real terms), after which a downward trend in real increases were shown at 48% in 1985-86, and 5.7% in 1986-87. Currently, funding for earmarked reform initiatives is on the rise, showing a 19.05% real increase from last year (Table 4). But the magnitude of these funds is low compared to either total education revenue or total state support (Table 5).

Categorical Reform Funds as a Percent of Total. Earmarked education reform funds totaled $9.7 billion over the last six years. This is approximately 1% of all sources over this time ($876 billion); or 2% of total state revenue. In per pupil terms, education reform funds have added approximately $42 per student per year (unadjusted) to total education revenues since 1983. In this Inman finds:

Clearly, the percentage of the states' total allocations for education reform activities remains minuscule. It is critical to note the small percentage of reform dollars expended per year when considering the feasibility of a 2.8% increase per year to support the recommendations of the Carnegie Report.[9]

While funds for education reform are of small magnitude compared to funds from all sources, they have shown steady increases as a percentage of total revenue (or total state revenue) each year since 1983. In 1983 specified education reform revenues were .01% of total revenue (.03 of total state revenue). By 1988 they had reached approximately $3.7 billion, or 2% of total revenue for elementary and secondary education (4.36 of state revenue). In per pupil terms, funding for education reform activity in 1987-88 averaged $94, and ranged from $343 in Florida, to $1 in Colorado, Kansas, and Ohio. Six states provided no specifically targeted funding for reform activities in the 1987-88 school year (WV, NB, MO, ID, AK, ND).

State Investments of Earmarked Reform Funding. Where have states invested their (earmarked) education reform dollars?[10] According to our survey of state education finance officers,[11] in 1987-88, states put almost 45% of their special funding into teacher compensation (Table 6). Of this, over $1 billion was invested in teacher salary increases (27.6%) by 20 states; approximately $519 million was allocated to career ladder plans (13.9%) by 17 states; and an additional $127 million was put into merit pay plans (3.4%) by 4 states. Of the 20 states allocating funding to increases in teachers salaries (rank-ordered--VA, NY, CO, SC, IA, GA, NJ, KY, NC, MO, WA, TN, MS, CA, FL, AZ, NV, DE, MA, SD) Virginia led the nation with an increased investment of $146.8 million, followed closely by New York ($125 million), and Connecticut ($105.5 million).

A longer school day/school year received the next highest percentage share of funding in 1987-88, or approximately 16.5%. This was accounted for by only six states (CA, CN, FL, IN, NM, TN), however. "Other" programs accounted for the third highest category of funding increases. Approximately 15% ($558 million) was spent by approximately 21 states (48%) who enacted 91 "other" programs.[12]

An analysis of "other" areas receiving attention by states, mirrors the overall data results on investment of earmarked reform funds. Once again, the largest number of initiatives enacted and supported was related to teachers. States funded such areas as staff development activities (CT, IL, SD, MS), minority teacher programs (NJ) and beginning teacher support (OR).

School improvement programs received the second highest amount of attention by states enacting "other" programs. For example, Florida funded Merit Schools, Arizona provided support for Effective Schools, Minnesota appropriated funds to improve schools through implementation of "effective characteristics," and Wyoming included "Super Schools" money in their elementary and secondary education budget.

Students-at-risk also received attentions of states. Wyoming supported a Students-at-Risk Program, and, New Jersey, Pennsylvania, Rhode Island, and South Carolina included state aid for literacy initiatives; states also focused on basic skills (AR, IL, SC, TN).

Specific appropriations for technology-related areas were provided in: California, New Hampshire, Tennessee, Arizona, Illinois and Minnesota. Also, a number of "other" areas were funded by states and included under their "reform" initiatives, e.g., incentive programs (MO), recognition programs (AZ), urban initiatives (NJ), school district enrollment options (MN), parent education programs (MN, AR), and specific subject area foci (AR, CA, IL, TN).

Following funding for "other programs," the fourth highest category of total expenditures for reform activities supported by 18 states, was for reductions in class sizes, at $305 million (8.2%). Fifth and sixth were investments in early schooling. Approximately 6.8% of earmarked reform funding was invested in full day kindergarten ($254 million) by 6 states; while 2.77% ($103 million) was spent on preschool education by 14 states. Also consuming the same percentage share of total funding as preschool education, was drop-out prevention (2.7 percent or $101 million)--a new category of state interest and support.

Both preschool education initiatives and drop-out prevention programs, indicate the states' interest and support for at-risk populations.[13] This is significant in several respects. First, few of the education reforms enacted in the early 1980s addressed the needs of students who may see higher standards, stricter graduation requirements and academic curricula as a final push out the schoolroom door,[14] or who may start school "behind" and may never catch up. Yet dropping out of school, for example, has deleterious consequences for both the individual and society. For the individual, it means the loss if productive and purchasing power, at the very least. For society, the relationship between education and increased welfare costs, crime rates and incarceration, lost taxes, and citizens unable to partake in a democratic system of government; indicates the more effective policy solution is associated with initial investments in a better education for those individuals at-risk. In this regard, one researcher has estimated that society loses $200,000 per dropout through loss of tax revenues and increased welfare, unemployment and crime costs.[15] This adds up to $200 billion for each school class, or, utilizing less optimistic labor assumptions, $26,000 per drop-out. In another study[16] costs and benefits of early childhood programs were investigated. It was found that preschool

programs provided benefits six-fold compared to costs or, that they saved society approximately $28,000 per participant.

Finally, the survey showed initiatives emphasizing standards receiving state priority. Funding for instate testing programs continued to receive attention in 1987-88. It ranked 7th overall. Twenty-five states targeted approximately $62.2 million to testing programs, or 1.7% of all earmarked reform revenue. Last, 7 states put about $53.6 million behind graduation requirements in 1987-88, or 1.4% of total reform funding for that year.

Although the data show 41 states enacted some form of increased requirement for graduation, only 7 states put funding behind the initiatives in 1987-88; 34 states had passed graduation requirements but set aside no additional aid for the measure. This situation was also repeated, to some degree, with each of the other excellence policies. According to the survey:

- Twenty-six states enacted salary increases for teachers; 20 states funded the increases through line-item appropriations.
- Fourteen of 17 states had earmarked funding for career ladders.
- Thirty-nine states mandated state testing programs; 7 of these did not provide specific funds for implementation.
- Adding days to the school year, or increasing the school day, while passed by the legislature in 12 states, received specific funding in only 6 of them.
- Preschool was enacted in 17 states, but only 14 provided separate funds.
- Administrator training was required in 28 states, only 20 provide support for the measure.
- Eighteen states mandated reduced class sizes but only 6 of them set aside specific appropriations for this purpose.

According to McGuire: "Stemming from a concern over the cost and impact of state educational excellence policies, and partly from new pressures brought about by enrollment growth, stabilizing property values, and rising property tax rates, a number of states are looking at their school funding systems with an eye toward improving the overall distribution of resources to school districts. Some states are realizing that rich and poor districts may differ in their capacity to implement many reform initiatives."[17] Because of these and other concerns in the future it is likely that education reform and education finance reform will be linked in an effort to achieve the tandem goals of equity and excellence in education.

References/Notes

[1] This paper is drawn from a longer document, Verstegen, D.A. and McGuire, C. Kent (1988). The State of State Education Finance Systems: Emerging Themes and Collapsing Constraints. Paper presented at the American Education Research Association, April 8, 1988, New Orleans, LA.

[2] McGuire, K. (1988) School Finance to Play an Increasing Role in Education Reform Efforts, State Education Leader, (6) 3, p. 8, ff.

[3] The first approach includes an examination of total state revenue increases over this period of time, C.f. Odden, A. (April 1987) The Economics of Financing Education Excellence. Paper presented at the American Educational Research Association Annual Meeting. Washington, DC. See also, The National Governors' Association, (1987) Results in Education: NGA 1991 Report on Education. Washington, DC: Author. The second provides an analysis of specifically earmarked aid for education reform activities, which is then compared to total revenue sources, C.f., Inman, D. (1987) The Fiscal Impact of Education Reform New York: New York University Center for Education Finance. (Technical Report and Monograph).

[4] Only for lack of any better comparative data, are these raw numbers utilized here. A great research need exists for a comparison of expenditures across the states with allowable adjustments for e.g., special population needs, peculiar state and district costs, and cost of living adjustments. For example, higher funding in one state than another, on its face, is meaningless if it buys comparable programs and services.

[5] Odden, A. (1987) The Economics of Financing, op. cit., p. 2.

[6] A Nation Prepared: Teachers for the 21st Century, sponsored by the Carnegie Forum on Education and the Economy, Hyattsville, MI: Carnegie Corporation, 1986; Tomorrow's Teachers: A Report of the Holmes Group, sponsored by the Holmes Group, Inc. East Lansing, Michigan: Holmes Group Inc., 1986; Time for Results: The Governors' Report on Education, op. cit.

[7] Ibid., Odden specifies 20-25% or about $32.2 to $40.3 billion in 1987 dollars.

[8] Complete data on earmarked aid for education reform is unavailable. The most complete source was utilized here (Inman, D. The Fiscal Impact, op. cit.) It is missing approximately four states, however. For 1987-88, N=48: Massachusetts and Maryland are not yet received.

[9] Ibid., p. 3.

[10] For 1983-87 see, Inman, D., Fiscal Impact, op. cit.

[11] All states responding except Maryland and Massachusetts.

[12] Haught, J. and Verstegen, D. A. (1988, in progress). "Financing Education Reform in the States," Issuegram. Denver, CO: Education Commission of the States.

[13] See, Van Dougherty, (November 1987) The First Step: Understanding the Data (Denver, CO: Education Commission of the States).

[14] MDC Inc. (1985) The States' Excellence in Education Commissions: Who's Looking Out for At-Risk Youth. Chapel Hill, NC. In Dougherty, Ibid.

[15] Cattrell, J. On the Social Costs of Dropping Out. Palo Alto, California: School of Education, Stanford University, December 1985. In Dougherty, Youth at Risk, op. cit., p. 2.

[16] Schweinhart, L. and Weikart, D. (November 1986). Early Childhood Development Programs: A Public Investment Opportunity. Educational Leadership, pp. 4-12.

[17] McGuire, "School Finance to Plan an Increasing Role," op. cit.

TABLE 1. STATE REVENUE RECEIPTS FOR ELEMENTARY AND SECONDARY EDUCATION

Academic Year	Total State Revenue For Education (in thousands)	Percent Increase From 1982-83 (Unadjusted)	Percent Increase From 1982-83 (Adjusted for Inflation)b/
1982-83	$57,557,593 a/	--	--
1983-84	61,603,642	7.03%	2.34%
1984-85	69,138,507	20.12	9.40
1985-86	75,331,882	30.88	14.30
1986-87	80,545,294	39.94	17.95
1987-88	85,913,022	49.26	19.95

a/ For 1982-83 to 1985-86, National Education Association (1987) Estimates of School Statistics, 1986-87 (West Haven, CT: Author, NEA Professional Library) p. 21. For 1986-87 and 1987-88, National Education Association (1988) Estimates of School Statistics, 1987-88 (West Haven, CT: Author, NEA Professional Library) Tables 8 & 9.

b/ Implicit Price Deflator for State and Local Government Purchases of Goods and Services. U. S. Department of Commerce, selected years. (1983 = 100). Author's calculations.

TABLE 2. REGIONAL INCREASES IN STATE FUNDING, 1983 TO 1988, AND AVERAGE PER PUPIL FUNDING RANKED

	Percent Increase State Revenue 1983 to 1988 (nominal)	Percent Increase State Revenue 1983-1988 (real)	Average Current Expenditures Per Pupil (1988)a/	Rank Expenditures Per Pupil (1988)
New England	73%	39%	5,322	2
Far West	57	26	4,087	4
Mideast	54	24	6,116	1
Southeast	47	18	3,479	7
Plains	45	17	3,925	5
Rocky Mountain	44	15	3,775	6
Great Lales	36	9	4,142	3
Southwest	31	5	3,410	8

a/ Estimates. Figures are per pupil in ADA

Source: National Education Association (1988) Estimates of School Statistics 1987-88 (Washington, DC: Author), and author's calculations.

TABLE 3. TOTAL STATE REVENUE FOR EDUCATION: REAL AND NOMINAL AMOUNTS COMPARED, 1983 to 1988 a/

Region and State	Total State Revenue 1988 (in thousands) a/	Percent Change 1983-1988 Nominal	Percent Change 1983-1988 Real b/
NEW ENGLAND	4,082	72.53%	38.64%
Connecticut	1,227	84.23	48.04
Maine	471	73.80	39.66
Massachusetts	1,892	65.82	33.25
New Hampshire	48	71.43	37.75
Rhode Island	294	83.75	47.65
Vermont	150	50.00	20.53
MIDEAST	16,249	54.41%	24.08%
Delaware	330	44.10	15.80
District of Columbia	---	---	---
Maryland	1,358	41.95	14.06
New Jersey	3,189	64.30	32.02
New York	7,327	59.73	28.36
Pennsylvania	4,046	43.99	15.70
SOUTHEAST	18,999	46.52%	17.74%
Alabama	1,352	32.16	6.20
Arkansas	789	64.72	32.36
Florida	3,918	62.51	30.58
Georgia	2,042	49.71	20.30
Kentucky	1,492	42.37	14.40
Louisiana	1,367	11.14	-10.69
Mississippi	750	52.44	22.49
North Carolina	2,520	64.92	32.52
South Carolina	1,187	34.12	7.78
Tennessee	1,214	51.75	21.94
Virginia	1,484	32.97	6.85
West Virginia	884	49.58	20.19
GREAT LAKES	12,279	35.53%	8.91%
Illinois	2,884	23.94	-0.41
Indiana	2,222	62.07	30.23
Michigan	2,415	15.00	-7.59
Ohio	3,320	46.90	18.05
Wisconsin	1,437	43.41	15.24

TABLE 3 Continued

PLAINS	5,270	45.30%	16.76%
Iowa	780	16.59	-6.31
Kansas	788	37.28	10.31
Minnesota	1,884	71.43	37.75
Missouri	1,226	53.25	23.15
Nebraska	254	18.69	-4.62
North Dakota	220	25.00	0.45
South Dakota	117	23.16	-1.04
SOUTHWEST	8,663	30.58%	4.93%
Arizona	1,100	50.07	20.59
New Mexico	785	24.80	0.29
Oklahoma	1,100	-12.00	-29.29
Texas	5,678	41.17	13.44
ROCKY MOUNTAINS	2,651	43.69%	15.46%
Colorado	967	35.06	8.53
Idaho	366	40.77	13.12
Montana	329	30.56	4.91
Utah	668	40.04	12.53
Wyoming	320	128.57	83.67
FAR WEST	17,721	56.77%	25.97%
Alaska	446	-4.90	-23.58
California	13,438	67.99	34.99
Hawaii	592	20.57	-3.11
Nevada	260	40.54	12.93
Oregon	541	14.62	-7.90
Washington	2,444	44.87	16.41
TOTAL U.S.A.	85,913	47.30%	18.36%

a/ National Education Association, Estimates of School Statistics 1987-88 (West Haven, CT: Author, NEA Professional Library), and author's calculations.

b/ Implicit Price Deflator for State and Local Government Purchases of Goods and Services. U. S. Department of Commerce. (1983 = 100).

Figure 1. Percent Increase in State Revenue for Elementary and Secondary Education, 1982-83 to 1987-88, by Region: Nominal and Real Comparisons

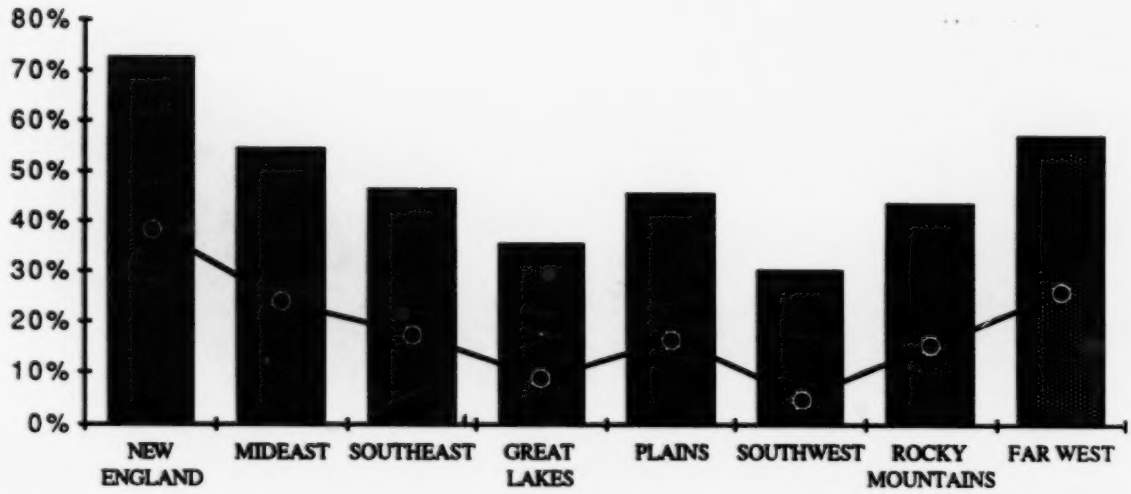

TABLE 4. CROSS TIME COMPARISONS: EARMARKED STATE FUNDING FOR EDUCATION REFORM

Academic Year	Earmarked State Revenues for Education Reform	Percent Increase From Prior Year (Unadjusted)	Percent Increase From Prior Year (Adjusted for Inflation) c/
1982-83	$ 15,244,584 a/	--%	--%
1983-84	25,546,384	67.58%	60.23%
1984-85	1,187,085,338	4,546.78	4,132.12
1985-86	2,015,495,590	69.79	48.28
1986-87	2,527,883,876 b/	25.42	5.71
1987-88	3,745,033,236	48.15	19.05

a/ For 1982-83 to 1986-87, Inman, D. (1987) The Fiscal Impact of Education Reform (New York: New York University Center for Education Finance) p. 2.

b/ For 1987-88, Verstegen, D. (1988), The University of Virginia. Data collected for The Education Commission of the States. Work in progress.

c/ Implicit Price Deflator for State and Local Government Purchases of Goods and Services. U. S. Department of Commerce, selected years. Author's calculations. 1983 = 100.

TABLE 5: PERCENTAGE EARMARKED EDUCATION REFORM FUNDS OF TOTAL STATE AND ALL SOURCES

	Total Revenue for Education	State Revenue Education a/	State Revenue for Education Reform	Percent Reform of State	Percent Reform of Total
1983	120,759,492,000	57,557,593,000	15,244,584 c/	0.03%	0.01%
1984	128,928,908,000	61,603,642,000	225,446,384 c/	0.37%	0.17%
1985	141,009,565,000	69,138,507,000	1,187,085,338 c/	1.72%	0.84%
1986	151,332,782,000	75,331,882,000	2,015,495,590 c/	2.68%	1.33%
1987	162,452,857,000	80,545,294,000 b/	2,527,883,876 c/	3.14%	1.56%
1988	172,379,312,000	85,913,022,000 b/	3,745,033,236 d/	4.36%	2.17%
Total	876,862,916,000	430,089,940,000	9,716,189,008	2.26%	1.11%

a/ National Education Association (1987) Estimates of School Statistics, 1986-87

(West Haven, CT : Author, NEA Professional Library) p.21

b/ National Education Association (1988) Estimates of School Statistics, 1987-88

(West Haven, CT: Author, NEA Professional Library) Table 8 & 9.

c/ For 1983-1987, Deborah Inman, (1987) The Fiscal Impact of Educational Reform

(New York: New York University Center for Education Finance) p.2.

d/ For 1988, data collected for the Education Commission of the States, in progress.

TABLE 6. EDUCATION REFORM INITIATIVES AND SUPPORT, 1987-88

	Teacher Salary Increase	Career Ladder	Merit Pay	Total Teacher Increases
Alabama	0 *	67,065,303	0	67,065,303
Alaska	0	0	0	0
Arizona	17,690,000	9,094,619	0	26,784,619
Arkansas	0	0	0	0
California	20,983,167 a	49,750,000 f	0	70,733,167
Colorado	0	0 *	0	0
Connecticut	105,503,793	3,500,000	0	109,003,793
Delaware	10,700,000	0	0	10,700,000
Florida	20,000,000 b	0	23,113,871 i	43,113,871
Georgia	62,575,751 c	115,514	0	62,691,265
Hawaii	0 *	0	0	0
Idaho	0	0 *	0	0
Illinois	0	0	0	0
Indiana	0	0	0	0
Iowa	92,100,085	0	0	92,100,085
Kansas	0	0	0	0
Kentucky	53,400,000	0	0	53,400,000
Louisianna	0	0	0	0
Maine	9,000,000 d	9,000,000 g	9,000,000 j	27,000,000
Maryland	0	0	0	0
Massachusetts	0	0	0	0
Michigan	0	0	0	0
Minnesota	0	250,000	0	250,000
Mississippi	24,542,574 e	0	0	24,542,574
Missouri	51,500,000	8,000,000	0	59,500,000
Montana	0	0	0	0
Nebraska	0	0 *	0	0
Nevada	13,000,000	0	0	13,000,000
New Hampshire	0	0	0	0
New Jersey	59,000,000	3,211,000	0	62,211,000
New Mexico	0 *	0	0	0
New York	124,970,000	0	0	124,970,000
N Carolina	52,774,279	29,709,140	0	82,483,419
N Dakota	0	0	0	0
Ohio	0 *	250,000	0	250,000
Oklahoma	0 *	0	0	0
Oregon	0	0	0	0
Pennsylvania	0	0	0	0
Rhode Island	0	0	0	0
S Carolina	97,572,633	0	12,310,000	109,882,633
S Dakota	500,000	0	0	500,000
Tennessee	26,625,600	92,900,000 h	82,700,000 k	202,225,600
Texas	0 *	212,148,375	0	212,148,375
Utah	0	34,332,300	0	34,332,300
Vermont	0	0	0	0
Virginia	146,829,945	0	0	146,829,945
Washington	35,000,000	0	0	35,000,000
West Virginia	0	0	0	0
Wisconson	0	0	0	0
Wyoming	0	0	0	0
SUBTOTAL	$1,024,267,827	$519,326,251	$127,123,871	1,670,717,949
Percent/Total	27.35%	13.87%	3.39%	

Note: *=Unfunded; N=48, Massachusetts, Maryland, not received.

EDUCATION REFORM INITIATIVES AND SUPPORT, 1987-88

	Reductions in Class Sizes	Longer School Day/Year	Other
Alabama	0	0	0
Alaska	0	0	0
Arizona	0	0	0
Arkansas	0	0	2,065,694
California	0	491,310,984 *	9,804,000
Colorado	0	0	0
Connecticut	11,400,000	1,063,000	5,846,000
Delaware	0	0	2,143,400
Florida	132,399,194 z	85,857,340 cc	305,246,914
Georgia	0	0	0
Hawaii	5,256,246	0	0
Idaho	0	0 *	0
Illinois	0	0	56,258,300
Indiana	64,000,000	34,000,000	0
Iowa	0	0	0
Kansas	0	0	252,420
Kentucky	32,109,500	0	0
Louisianna	0	0 *	0
Maine	0 *	0	0
Maryland	0	0	0
Massachusetts	0	0	0
Michigan	18,200,000	0	0
Minnesota	0	0	33,966,500
Mississippi	0	0	469,580
Missouri	0	0	6,600,000
Montana	0	0	0
Nebraska	0	0 *	0
Nevada	0	0	0
New Hampshire	0	0	2,450,000
New Jersey	0	0	0
New Mexico	762,500 aa	762,500 dd	0
New York	13,660,000	0	0
N Carolina	7,232,505	0	0
N Dakota	0	0	0
Ohio	0	0	736,209
Oklahoma	0 *	0	0
Oregon	0	0 *	1,900,000
Pennsylvania	0	0	9,000,000
Rhode Island	0 *	0	7,300,000
S Carolina	0 *	0 *	66,292,537
S Dakota	0	0	1,950,000
Tennessee	3,009,200 bb	5,000,000 ee	3,000,100
Texas	0 *	0	42,429,321
Utah	8,164,324	0	0
Vermont	0	0	420,000
Virginia	0	0	0
Washington	9,800,000	0	0
West Virginia	0 *	0	0
Wisconson	0	0 *	0
Wyoming	0	0	450,000
Subtotal	$305,993,469	$617,993,824	$558,580,975
Percent /Total	8.17%	16.50%	14.92%

EDUCATION REFORM INITIATIVES AND SUPPORT, 1987-88

	Training for Administrators	Full-day Kindergarten	Preschool Education
Alabama	0	0 *	0
Alaska	0 *	0	0
Arizona	40,000	0	1,100,000
Arkansas	417,131	0	0
California	4,202,000	0	0
Colorado	130,000	0	0
Connecticut	0	1,000,000	0
Delaware	402,800	0	189,000
Florida	400,000	0	1,670,000
Georgia	400,000	151,308,900	0
Hawaii	163,000	37,430,001	0 *
Idaho	0	0	0
Illinois	800,000	0	12,700,000
Indiana	0 *	0 *u	0
Iowa	0	0	0
Kansas	0	0	0
Kentucky	0	0	0
Louisianna	100,000	24,000,000	130,000
Maine	0	0	0
Maryland	0	0	0
Massachusetts	0	0	0
Michigan	0	0	2,300,000
Minnesota	167,300	0	0
Mississippi	551,840	40,000,000	0
Missouri	0 *s	0	10,800,000
Montana	0	0	0
Nebraska	0	0	0
Nevada	0	0	0
New Hampshire	500,000	0	0
New Jersey	656,000	0	11,737,000 w
New Mexico	762,500 t	762,500 v	762,500 x
New York	0	0	0
N Carolina	10,015	0	0
N Dakota	29,000	0	0
Ohio	0	0	249,288
Oklahoma	0 *	0	0
Oregon	0	0	3,700,000
Pennsylvania	0	0	0
Rhode Island	500,000	0 *	0
S Carolina	4,689,075	0	11,709,793
S Dakota	0	0	0
Tennessee	1,076,000	0	0
Texas	600,000	0 *	46,161,339
Utah	0	0	0
Vermont	0 *	0	500,000
Virginia	0 *	0	0
Washington	0	0	0 *y
West Virginia	0 *	0	0
Wisconson	0 *	0 *	0 *
Wyoming	0	0	0
Subtotal	$16,596,661	$254,501,401	$103,708,920
Percent/Total	0.44%	6.80%	2.77%

EDUCATION REFORM INITIATIVES AND SUPPORT, 1987-88

	Graduation Requirements	State Testing Program	Drop-out Prevention
Alabama	0 *	0	0
Alaska	0 *	0	0
Arizona	0	932,700	0 *
Arkansas	56,434	500,000 *	0
California	0 *	0	12,250,000
Colorado	0	150,000	180,000
Connecticut	0	1,010,000	750,000
Delaware	0	0	0
Florida	0	0	2,563,000 q
Georgia	0	6,174,606	0 *
Hawaii	0 *	0 *	6,994,511
Idaho	0 *	0 *	0
Illinois	0	900,000	9,610,000
Indiana	0 *	20,000,000	0 *
Iowa	0	0	0 *
Kansas	0 *	266,900	0
Kentucky	0	0	550,000
Louisianna	0 *	400,000	0 *
Maine	0 *	0 *	0 *
Maryland	0	0	0
Massachusetts	0	0	0
Michigan	39,000,000	0	700,000
Minnesota	0	0	0
Mississippi	460,939 l	460,939 n	48,000
Missouri	0 *	1,100,000	0
Montana	0 *	0	0
Nebraska	0 *	0	0
Nevada	0 *	0	0
New Hampshir	0 *	100,000	50,000
New Jersey	1,040,000	520,000	0
New Mexico	762,500 m	762,500 o	762,500 r
New York	0 *	0	37,100,000
N Carolina	0	1,253,255	23,615,148
N Dakota	0	0	0
Ohio	0 *	0 *	997,500
Oklahoma	0 *	901,500 p	0
Oregon	0 *	100,000	750,000
Pennsylvania	0	0 *	500,000
Rhode Island	0 *	300,000	300,000
S Carolina	5,320,000	1,335,105	0 *
S Dakota	0	0	0
Tennessee	7,000,000	1,330,000	0
Texas	0 *	5,500,000	150,000
Utah	0 *	0	0
Vermont	0 *	75,000	0
Virginia	0 *	1,057,000	500,000
Washington	0 *	0 *	2,700,000
West Virginia	0 *	0 *	0
Wisconson	0 *	17,000,000	0
Wyoming	0 *	100,000	0
Subtotal	$53,639,873	$62,229,505	$101,070,659
Percent/Total	1.43%	1.66%	2.70%

FOOTNOTES TO FUNDING EDUCATION REFORM: 1987-88

a/ Beginning teacher salary increases.

b/ This is an earmarked amount within the regular foundation formula intended for salary increases. It is in addition to the normal increase in base student allocation which also could be used for teacher salary increases.

c/ Not scheduled until 1989-1990.

d/ Total appropriation of $27,000,000 for all three programs (d, g, j); arbitrary division of money by 1/3 for each area.

e/ Includes $3,156,574 fringe benefits.

f/ Mentor teacher program.

g/ Total appropriation of $27,000,000 for all three programs (d, g, j); arbitrary division of money by 1/3 for each area.

h/ Includes teacher benefits.

i/ An amount of $13,113,871 is paid directly to qualifying master teachers and $10,000,000 paid to districts to be distributed in accordance with approved plans.

j/ Total appropriation of $27,000,000 for all three programs (d, g, j); arbitrary division of money by 1/3 for each area.

k/ Included in $92,900,000 for Career Ladder Program. The term "teacher supplements" is utilized.

l/ Total appropriation of $921,878 for new graduation requirements, state testing program, functional literacy exam (FLE), and basic skills assessment program (BSAP); arbitrary division of money by 1/2 for each area (l, n).

m/ A total of $6,100,000 is allocated to (1) Reduction in Class Size, (2) New Graduation Requirements, (3) State Testing Program, (4) Training for Administrators, (5) Longer School Day/Year, (6) Full-Day Kindergarten, (7) Dropout Prevention, and (8) Preschool Education. Arbitrary allocation of one-eighth of this amount to each program. The last year of a three-year pupil/teacher ratio pilot program.

n/ Total appropriation of $921,878 for new graduation requirements, state testing program, functional literacy exam (FLE), and basic skills assessment program (BSAP); arbitrary division of money by 1/2 for each area (l, n).

o/ A total of $6,100,000 is allocated to (1) Reduction in Class Size, (2) New Graduation Requirements, (3) State Testing Program, (4) Training for Administrators, (5) Longer School Day/Year, (6) Full-Day Kindergarten, (7) Dropout Prevention, and (8) Preschool Education. Arbitrary allocation of one-eighth of this amount to each program.

p/ $700,000 Writing Assessment and $201,500 Student Testing.

q/ In addition to this amount, a dropout prevention program was established within the foundation

formula, with a program weight of 1.683 per FTE and a base student alocation of $2,160.43 for 1987-88.

r/ A total of $6,100,000 is allocated to (1) Reduction in Class Size, (2) New Graduation Requirements, (3) State Testing Program, (4) Training for Administrators, (5) Longer School Day/Year, (6) Full-Day Kindergarten, (7) Dropout Prevention, and (8) Preschool Education. Arbitrary allocation of one-eighth of this amount to each program.

s/ Paid by participants.

t/ A total of $6,100,000 is allocated to (1) Reduction in Class Size, (2) New Graduation Requirements, (3) State Testing Program, (4) Training for Administrators, (5) Longer School Day/Year, (6) Full-Day Kindergarten, (7) Dropout Prevention, and (8) Preschool Education. Arbitrary allocation of one-eighth of this amount to each program.

u/ Required kindergarten.

v/ A total of $6,100,000 is allocated to (1) Reduction in Class Size, (2) New Graduation Requirements, (3) State Testing Program, (4) Training for Administrators, (5) Longer School Day/Year, (6) Full-Day Kindergarten, (7) Dropout Prevention, and (8) Preschool Education. Arbitrary allocation of one-eighth of this amount to each program.

w/ Preschool education for handicapped infants.

x/ A total of $6,100,000 is allocated to (1) Reduction in Class Size, (2) New Graduation Requirements, (3) State Testing Program, (4) Training for Administrators, (5) Longer School Day/Year, (6) Full-Day Kindergarten, (7) Dropout Prevention, and (8) Preschool Education. Arbitrary allocation of one-eighth of this amount to each program.

y/ Included in Special Education of Special Programs.

z/ These funds are to provide additional monies for grades K-3 with one purpose to reduce class size. A study is to be conducted this year (1987-88) to determine effect of additional funds on reduction in size.

aa/ A total of $6,100,000 is allocated to (1) Reduction in Class Size, (2) New Graduation Requirements, (3) State Testing Program, (4) Training for Administrators, (5) Longer School Day/Year, (6) Full-Day Kindergarten, (7) Dropout Prevention, and (8) Preschool Education. Arbitrary allocation of one-eighth of this amount to each program.

bb/ The last year of a three-year pupil/teacher ratio program.

cc/ Because of increased requirements for graduation, funds have been provided to increase period length or number of periods. $133.79 per FTE is provided for students enrolled in 6/60 minute periods. $201.26 is provided for 7/50 minute periods.

dd/ A total of $6,100,000 is allocated to (1) Reduction in Class Size, (2) New Graduation Requirements, (3) State Testing Program, (4) Training for Administrators, (5) Longer School Day/Year, (6) Full-Day Kindergarten, (7) Dropout Prevention, and (8) Preschool Education. Arbitrary allocation of one-eighth of this amount to each program.

ee/ The school year increased from 175 to 180 instructional days in 1983-84.

OTHER PROGRAMS FROM OAIR

STATE	PROGRAM	$ AMOUNT
Alabama	--	
Alaska	--	
Arizona	--	
Arkansas	Recognition	127,373
	Health	53,077
	Principal Assessment	144,002
	Civil Rights	75,000
	Reading	808,331
	Teacher Validation	75,000
	Effective Schools	78,812
	Achievement with Parents as teachers	53,428
	Classroom Management	155,000
	Computer based education	513,490
California	Instructional Materials 9-12	22,418,000
	Education Technology	13,055,000
	Sophomore Counselling	7,603,000
	Specialized Secondary Schools (Arts and Tech Magnets)	2,101,000
Colorado	--	
Connecticut	Institutes for Educators	2,800,000
	Priority School Districts	3,046,000
Delaware	Education Refinement Program	2,143,400
Florida	Education Productivity-Pilot Project	150,000
	Occupational Identifiers-Pilot	256,820
	Teachers as Advisors	4,123,505
	Dropout Prevention	2,563,000
	Miccosukee Indian Education Program	67,167
	Instructional Materials Inservice Training	138,251
	State Science Fair	15,000
	Middle Childhood	22,557,746
	Resource Materials/Hearing Impaired	119,424
	Improvement Project	330,620
	Network Centers/Severely Emotionally Disturbed	350,000
	Master Teacher Program	13,113,871
	Merit Schools	10,000,000
	In-School Child Care	500,000
	Microcomputers in Instruction	0
	Networking Study	0

Florida Continued	Nursing in Public Schools Study	0
	Elementary School Foreign Language	185,000
	Public School Funding Study	0
	Pre-School Projects	1,670,000
	Project Transition	236,469
	Rames Exhibit	0
	Business Education Partnerships	300,000
	Prekindergarten Handicapped Information Project	250,000
	Japanese Elementary Schools	200,000
	Feasibility Study-Sumter Technical H.S.	50,000
	Math/Science Computer Education--Comprehensive Plan	100,000
	Summer Inner City Dropout Prevention	400,000
	Instructional Strategies Enhancement	1,000,000
	Middle School Advisement	472,000
	Governor's Summer Program for Gifted	213,465
	Public School Literacy Centers	300,000
	Compact Pilot Program	500,000
	Okeechobee/Dozier School	1,294,415
	Harry Anna/All Children's Hospital	112,000
	Magnet Schools	200,000
	Diagnostic and Learning Resources Centers	2,212,715
	Community Schools	2,463,047
	Environmental Education Plan	75,000
	Comprehensive Health	1,568,519
	Student Development Services	27,796,182
	School Lunch Program	9,082,579
	Law Education	203,451
	Educational Improvement Grants	516,888
	School Volunteers	423,868
	Exceptional Child Material Resources Center	281,168
	PREP	132,399,194
	Seminole Indian Education Program	68,612
	Writing Skills	26,125,027
	Youth Art Symposium	25,892
	Challenge Grant--Gifted	531,759
	Summer Inservice Institute	9,925,210
	Additional Funds--Science Labs	2,293,820
	Reading Resource Specialists	5,407,076
	Safe Schools	11,859,688
	Out of School Learning Activities	25,000
	Teacher of the Year	42,500
	Regional Centers of Excellence	500,000
	School Principals Inservice Training	400,000
	Visiting School Scholars	100,000
	Residential School Contracts--Exceptional Education	168,071
	Migrant Education, 3-4 year olds	2,928,883
	Education Productivity--Pilot Project	150,000
Georgia	--	
Hawaii	--	

Idaho	--	
Illinois	Staff Development	2,500,000
	Teacher Shortage Scholarships	506,400
	Equal Opportunity Scholarships	252,700
	Administrative Interns	0
	K-6 Reading Programs	36,133,000
	Objectives/Assessment	0
	Objectives/Assessment-- Technical Assistance	900,000
	Consumer Education Proficiency Test	150,000
	Career Compensation Pilot Program	800,000
	Educational Service Centers	8,168,500
	Educational Service Centers-- Data Network	0
	Vocational Education Staff Development	1,441,500
	Basic Skills Test (BAR)	850,000
	Transportation Reimbursement to Parents	4,556,200
	High Impact Training Services	1,264,800
	Illinois Government Interns	124,900
	Education for Technology Employment	0
	Traineeships-Math/Science	14,400
	Gifted Programs Fellowships	72,100
	Math/Science Scholarships	24,000
	LEA Reorganization Studies	0
	Arts Planning K-6	480,500
	Hispanic Summer School	96,100
	Hispanic Night School	96,100
	Hispanic After School	96,100
	Hispanic Career Counseling	24,000
	Hispanic Tutorial Programs	48,000
	Optional Program for Educational Opportunity	0
	High School Transition Program	0
	Youth and Government	0
	Warren High School Relocation	0
	Agricultural Education	46,600
	Teacher Training Undergraduate Scholarship	0
	Seat Belt Installation	150,000
	Dropouts/Truants (new)	0
Indiana	--	
Iowa	--	
Kansas	Internship	242,420
	Drug Abuse	10,000
Kentucky	--	
Louisiana	--	
Maine	--	

Maryland	--	
Massachusetts	--	
Michigan	--	
Minnesota	Teacher Tests--Competency	166,000
	Special Schools	2,206,200
	Improve Schools through Implementation of "Effective Characteristics"	690,300
	Integration of Technology in School Curriculum	1,405,000
	Promote Academic Excellence--Recognition of Schievement	100,000
	Accountability; State Core Curriculum Learner Outcomes; Assessment of Student Achievement	1,442,300
	Parent Education to Enhance Development of Preschool Children (State)	7,539,900
	(Local)	10,720,800
	Postsecondary Enrollment Options	0
	School District Enrollment Options	0
	Area Learning Centers	100,000
	High School Graduation Incentives	0
	School District Reorganization	0
	Education Staff Development (State and Local begins in 1989-90)	8,000,000
	Teacher Professional Development	100,000
	Program Improvement Grants	1,500,000
	Redesign Rules on Teacher Education Programs	0
Mississippi	Staff Development	469,580
Missouri	Incentives	3,000,000
Montana	--	
Nebraska	--	
Nevada	--	
New Hampshire	Technology in the Classroom and Computers for Teachers	2,450,000
New Jersey	Master Teacher Program	20,000
	Maxi-Grant Program	500,000
	Program for Disruptive Students	113,000
	Teacher Recognition Program	2,200,000
	Effective Schools Program	500,000
	Drug Abuse Prevention	1,000,000
	Minority Teachers Program	248,000
	Youth Employment Initiative	0

New Jersey Continued	Urban Initiative	3,690,000
	Focus on Literacy	20,000
New Mexico	Non-instructional Duties (included in program)	
New York	--	
North Carolina	--	
North Dakota	--	
Ohio	Missing Children	236,290
	Adolescent Pregnancy	500,000
Oklahoma	--	
Oregon	Beginnina Teacher Support	236,290
	Oregon Teachers Corp.	400,000
Pennsylvania	Instruction Improvement	4,000,000
	Adult Literacy	5,000,000
Rhode Island	Education Improvement Fund	2,300,000
	Literacy	2,250,000
	Textbook Improvement	2,000,000
	Excellence in Education	750,000
South Carolina	Raise Academic Standards	8,070,087
	Basic Skills	58, 215,450
South Dakota	Three-day Teacher In-Service	1,950,000
Tennessee	Classroom Discipline	2,526,800
	Computer Skills	473,300
	Music and Art	500,300
	Teacher Aides	19,500,000
	Duty Free Lunches	2,100,000
	Guidance Counsellor	3,252,000
	Basic Skills First	759,400
	Kindergarten	1,250,000
Texas	Experienced Teacher Allotment	37,879,321
	Summer School	4,550,000
Utah	--	
Vermont	Public School Approval	345,000
	Kindergarten Loan Program	75,000
Virginia	--	
Washington	--	

W. Virginia	--	
Wisconsin	--	
Wyoming	Super Schools	50,000
	Students at Risk	400,000